

## Periods 5 and 6 – STEVENS World History 2 Honors.

THIS PACKET CONTAINS A SERIES OF NINE TASKS THAT ARE MEANT TO HELP YOU UNDERSTAND AND ANALYZE THE RULE OF NAPOLEON BONAPARTE.

PLEASE CAREFULLY READ THE INSTRUCTIONS THAT GO ALONG WITH EACH DOCUMENT AND COMPLETE THE ASSIGNMENT AS INDICATED. REFER TO THE RUBRIC FOR EXPECTATIONS.

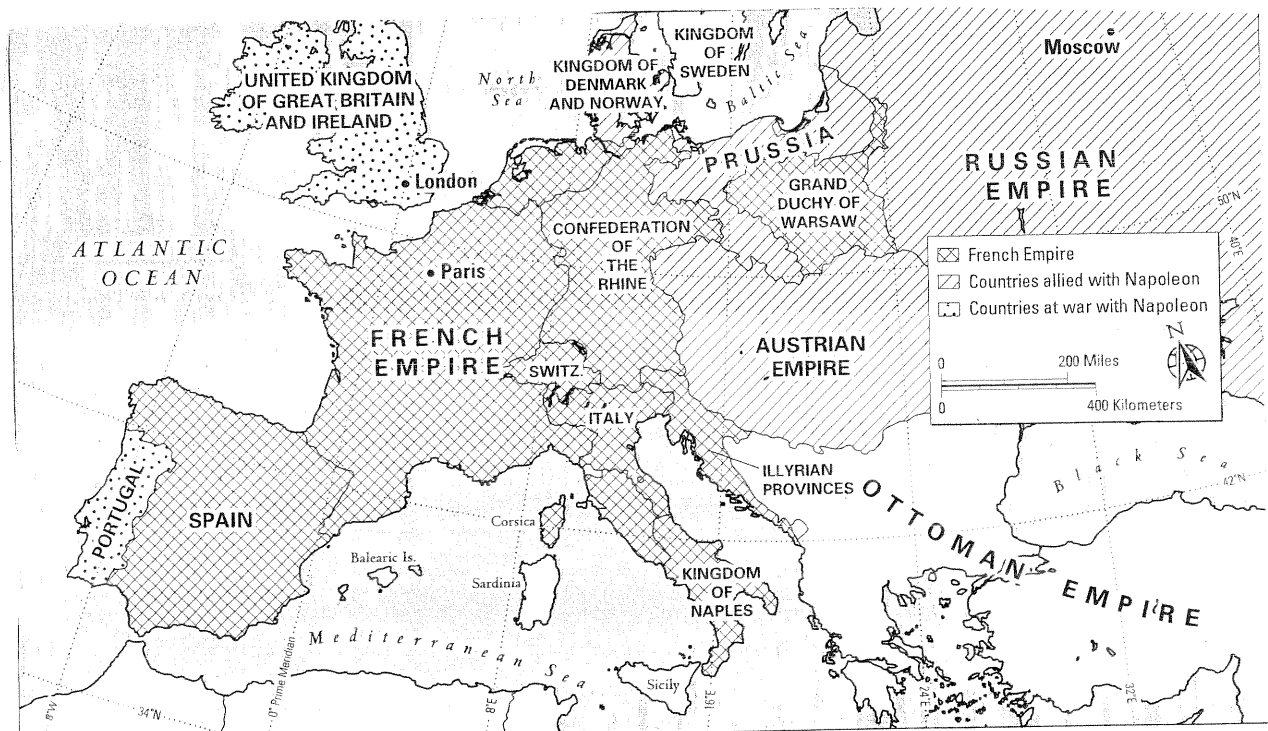
YOU MAY DISASSEMBLE THE PACKET IN ANYWAY YOU SEE FIT TO COMPLETE THE ASSIGNMENT.

PLEASE WORK DILIGENTLY AND INDEPENDENTLY ON THE PACKET IN CLASS. YOU WILL BE GIVEN THE ENTIRE PERIOD ON THURSDAY AS WELL. THIS SHOULD BE SUFFICIENT TIME TO COMPLETE THE ASSIGNMENT. IF YOU CHOOSE TO WASTE THE TIME GIVEN IN CLASS, THEN YOU ARE ASSIGNING YOURSELF HOMEWORK.

THE ENTIRE ORGANIZED AND LABELED PACKET IS DUE IN CLASS ON FRIDAY FOR PERIOD 5 AND MONDAY FOR PERIOD 6. IT WILL BE GRADED AS A CLASSWORK GRADE OUT OF FIFTY POINTS AND WILL BE THE FIRST GRADE OF TERM 2.

I HAVE PROVIDED VERY CLEAR DIRECTIONS. PLEASE TAKE THE TIME TO READ THEM. I WILL HAVE NO PATIENCE FOR WORK THAT IS INCOMPLETE OR SUB-STANDARD BECAUSE **"YOU DIDN'T KNOW"**. **IF YOU READ THE INSTRUCTIONS AND PUT IN THE EFFORT, YOU WILL KNOW AND YOU WILL BE SUCCESSFUL!**

### NAPOLEON'S EMPIRE C. 1810





Stevens WH2H  
The Napoleon Packet

The information in this packet is intended to give you an opportunity to understand and analyze the rule of Napoleon. For each reading there is an accompanying checklist of tasks. You are responsible for completing all of the tasks and submitting the packet as a body of work. The packet will be given a class work grade out of 50 points and will be the first grade of the second term. You will be given one lunch block and one regular length block to complete the assignment. The packet will be due on Friday for Period Five and Monday for Period 6. The packet will be graded according to the rubric that appears on the back of this sheet.

| Reading   | Task   |
|---|--|
| 1. The Thermidorian Reaction and The Directory                        | <input type="checkbox"/> Actively read and highlight the handout. *<br>• Create 2 Six Word Stories.<br><input type="checkbox"/> One for the Thermidorian Reaction<br><input type="checkbox"/> One for the Directory  |
| 2. "Chapters in Brief"  | <input type="checkbox"/> Actively read and highlight "Napoleon Forges an Empire" and "Napoleon's Empire Collapses". *<br><input type="checkbox"/> Create a timeline of 8-10 events that mark Napoleon's rise and fall.<br><input type="checkbox"/> Choose the three events that you believe to be the most significant on the timeline and place a ☆ next to them.<br><input type="checkbox"/> Create a # that explains why the event is significant.  |
| 3. "The Realities of Power" (1796)                                    | <input type="checkbox"/> Actively read and highlight the document*<br><input type="checkbox"/> Choose a \$ line, copy it down and write 2 analytical sentences about it.<br>Answer the following in complete sentences.<br><input type="checkbox"/> 1. What does this document say about Napoleon's commitment to democratic ideals?<br><input type="checkbox"/> 2. Consider the date of the document. At this time did France need less ideal and more practical inspiration and leadership? Explain<br><input type="checkbox"/> 3. Was Napoleon a hypocrite who saved France from chaos? If so, was his hypocrisy justified? |
| 4. "Why the French Submitted to Napoleon's Rule" (1804)               | <input type="checkbox"/> Actively read and highlight the document.*<br><input type="checkbox"/> In one sentence explain why the French submitted to Napoleon's rule.<br>Explain the meaning and significance of the following quotes. Please use complete sentences.<br><input type="checkbox"/> "None dared to utter the word "republic"<br><input type="checkbox"/> "At the moment when Bonaparte placed the imperial crown upon his head there was not a king in Europe who did not believe he wore his own crown more securely because of that event."   |
| 5. The Impact of Napoleon (1799-1815)                                 | <input type="checkbox"/> Actively read and highlight the document and study the flowchart that appears at the end.*<br><input type="checkbox"/> Make a T-chart that bullet points the that ways Napoleon upheld and violated Enlightenment ideals. Bullet points is fine.<br>• Answer the following in complete sentences<br><input type="checkbox"/> How did Napoleon plant the seeds of Nationalism and Liberalism across Europe?  |
| 6. Wrap-up<br><br>PLEASE DO THE WRAP-UP ON A SEPARATE SHEET OF PAPER. | <input type="checkbox"/> Draw a picture of Napoleon. (stick figure is fine)<br><input type="checkbox"/> Bullet point his top 3 accomplishments<br><input type="checkbox"/> Bullet point his 3 biggest failures<br><input type="checkbox"/> Give him a score from 1-10. 1 being the worst possible thing that could have happened to France and Europe and 10 being the best possible solution to France's problems and the future of Europe. You can choose a whole number or a number with a decimal point. Be ready to defend you number in class.   |

\*Highlighted reading do not need to be handed in as part of the portfolio. Refer to cover sheet.

Assignment created by J. Stevens for World History II Honors, Sharon High School

## Napoleon Packet Rubric

| Level of Achievement         | Criteria  |
|------------------------------|---|
| Exemplary (45-50 points)     | <ul style="list-style-type: none"> <li><input type="checkbox"/> All material is labeled, neat, legible, in order, on time and ready to be handed in at the beginning of class.</li> <li><input type="checkbox"/> Responses are thoughtful, represent serious consideration of the material coupled with specific detail and analysis.</li> <li><input type="checkbox"/> Responses are given in complete sentences where that requirement is indicated. No spelling or grammar mistakes.</li> </ul>  |
| Proficient (44-40 points)    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Almost all material is labeled, neat, legible, in order and on time and ready to be handed in at the beginning of class.</li> <li><input type="checkbox"/> Responses are thoughtful, represent consideration of the material coupled with detail and analysis.</li> <li><input type="checkbox"/> Responses are given in complete sentences where that requirement is indicated. Very few spelling or grammar mistakes.</li> </ul>   |
| Limited (39-35 points)       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Some material is labeled, neat, legible, in order, but there are issues with organization, legibility and neatness. May not be on time, or ready to hand in at the beginning of class.</li> <li><input type="checkbox"/> Some responses are thoughtful, some represent consideration of the material couples with detail and analysis.</li> <li><input type="checkbox"/> Some responses are given in complete sentences where that requirement is indicated. Several spelling or grammar mistakes.</li> </ul> |
| Unsatisfactory (34-0 points) | <ul style="list-style-type: none"> <li><input type="checkbox"/> Most material is not labeled, neat, legible, in order, or organized. there are issues with organization, legibility and neatness. Not on time or handed in.</li> <li><input type="checkbox"/> Responses represent minimal effort, limited or no evidence or analysis.</li> <li><input type="checkbox"/> Complete sentences not used. Numerous spelling and grammar mistakes.</li> </ul>   |

## Cover Sheet

Please turn in this cover sheet with your Napoleon packet. Number each item as indicated below. You do not need to put each item on a separate page, but please clearly number each item and skip a line between items. Item #9 should be on its own sheet of paper. The work in this packet should represent your own independent work.

| Item # | Description   | Completed |
|--------|---|-----------|
| 1.     | Six Word Stories  |           |
| 2.     | Timeline with ☆'s and #'s   |           |
| 3.     | \$ line and analytical sentences from "The Realities of Power"  |           |
| 4.     | 3 ?'s about "The Realities of Power"  |           |
| 5.     | One sentence explanation of Why the French Submitted  |           |
| 6.     | Explanation of two quotes from "Why the French submitted"   |           |
| 7.     | "T" chart of Napoleon's upholding/violating the Enlightenment (bullet points)   |           |
| 8.     | Response to how did Napoleon spread Nationalism and Liberalism (make sure it is in your own words and not copied directly from the text.) |           |
| 9.     | Wrap-Up: Napoleon Picture with 3 failures, successes and score from 1-10.   |           |

THIS ASSIGNMENT REPRESENTS MY WORK ALONE. I HAVE NOT COPIED THIS WORK FROM ANOTHER STUDENT, OR ALLOWED ANOTHER STUDENT IN THE CLASS TO COPY FROM MY WORK

SIGNATURE: \_\_\_\_\_



## The Thermidorian Reaction and The Directory

- The Reign of Terror ends July 28, 1794 when Robespierre is guillotined. The overthrow of Robespierre was followed by a period of reaction. From 1795 to 1799 the revolution appears frozen or stagnant.
- The men who destroyed Robespierre had been chiefly concerned with saving their own heads, but they found themselves hailed as heroes who had ended the terror. Prisons were emptied, Committee of Public Safety was stripped of despotic authority, and the Jacobin club was closed.
- A spirit of frivolity and extravagance supplanted the austere ideals of the "Republic of Virtue" and wealth that was had was spent in gambling and amusements. Social life had never been more vivacious in Paris, but the festive spirit disguised a mood of cynicism and disillusionment.
- The destitute had no money to spend to alleviate their misery. They felt that the revolution had betrayed their hopes and began to regret the passing of Robespierre. In April and May of 1795 mobs demanded bread and a constitution from the National Convention. But, the nation was weary of radicalism and terrorism and the mobs were easily crushed.
- A desire for strong permanent government inclined many Frenchmen to favor a restoration of the Bourbon monarchy; This sentiment was stimulated by priests and loyalists who had returned to France when the laws relaxed in 1794. Opposition to the restoration joined forces to preserve the revolution. 2 groups: Men who had grown rich and acquired confiscated property who knew their fortunes would vanish if the republic failed and Regicides.
- 1795 – National Convention prepares a new constitution and dissolves itself.

### The Directory 1795–1799

- Created by the Constitution of Year III. •Executive Power vested in committee of 5 directors with a 2 house legislature.
- Directors were chiefly interested in safeguarding their own power against royalists and popular revolts and did little to relieve the famine and suffering.
- While the Directory ruled in a corrupt fashion at home, the French army pursued success abroad. By 1799, the Directory had lost control of the political situation and the confidence of the French people.
- Napoleon Bonaparte, a leader of French forces in Austria, Italy and Egypt returned to France and led a coup d'etat that overthrew the directory and replaced it with a group of three consuls. Napoleon assumed the title of first consul and assumed the powers of a dictator.

## ③ Napoleon Forges an Empire

**KEY IDEA** Napoleon Bonaparte, a military genius, seized power in France and made himself emperor.

Napoleon Bonaparte became the master of France. In 1795, he led soldiers against French royalists who were attacking the National Convention. For this, he was hailed as the savior of the French republic. Later he invaded Italy to end the threat from Austrian troops located there.

By 1799, the unsettled French government had lost the people's support. In a bold move, Napoleon used troops to seize control of the government. He then wielded complete power over the country. Other nations feared his power and attacked France again. Napoleon led his armies into battle. In 1802, the three nations fighting him agreed to a peace. Napoleon went back to solve problems at home.

He made several changes that were meant to build on the Revolution's good ideas:

1. He made tax collection more fair and orderly. As a result, the government could count on a steady supply of money.
2. He removed dishonest government workers.
3. He started new public schools for ordinary citizens.
4. He gave the church back some of its power.
5. He wrote a new set of laws that gave all French citizens the same rights. However, the new laws took away many individual rights won during the Revolution. For example, they limited free speech and restored slavery in French colonies.

Napoleon had hoped to make his empire larger in both Europe and the New World. In 1801, he had sent soldiers to retake the island of present-day Haiti. During a civil war, slaves on the island had seized power. But Napoleon had to give up on his plan. Too many of his soldiers died in battle or from disease. Napoleon eventually abandoned his New World plans. In 1803, he sold the largest part of France's North American land—the huge Louisiana Territory—to the United States.

Stopped in the Americas, Napoleon moved to add to his power in Europe. In 1804, he made himself emperor of France. He quickly captured country after country. Other nations joined against him. However, after Napoleon won a major battle in Austria in 1805, almost all of his European enemies agreed to a peace treaty. Napoleon's only loss during this time was to the British navy off the southwest coast of Spain. This loss prevented him from

invading and conquering Britain. That failure would be costly.

## ④ Napoleon's Empire Collapses

**KEY IDEA** Napoleon's conquests aroused nationalistic feelings across Europe and contributed to his downfall.

Napoleon loved power. He took steps to make his empire larger. However, these steps led to mistakes that brought about his downfall.

Napoleon's first mistake was caused by his desire to crush Britain. He wanted to hurt the British economy. So in 1806 he tried stopping all trade between Britain and the lands he controlled. The effort failed, for some Europeans secretly brought in British goods. At the same time, the British put their own blockade around Europe. Because their navy was so strong, it worked very well. Soon the French economy, along with others, began to grow weak.

Napoleon's second mistake was to make his brother king of Spain in 1808. The Spanish people were loyal to their own king. With help from Britain, they fought back against Napoleon for five years. Napoleon lost 300,000 troops.

Napoleon's third mistake was perhaps his worst. In 1812, he tried to conquer Russia, far to the east. He entered Russia with more than 400,000 soldiers. He got as far as Moscow, which was deserted and on fire. His soldiers found no food or supplies there. Winter was coming, and Napoleon ordered them to head back to France. As the soldiers marched west, bitter cold, hunger, and attacks by Russian troops killed thousands. Thousands more deserted. By the time the army exited Russian territory, only 10,000 of its men were able to fight.

Other leaders saw that Napoleon was weaker now, and they moved to attack. He was defeated in Germany in 1813. In 1814, Napoleon gave up his throne and was sent away. Nevertheless, in March 1815, he boldly returned to France. He took power and raised another army. By June, though, Napoleon had lost his final battle near a Belgian town called Waterloo. This time he was sent to a far-off island in the southern Atlantic Ocean. He died there in 1821.

\* In 1801, Napoleon signed a Concordat with the Pope and created a workable relationship between the Catholic Church and the French Government. Creating peace with the Church brought stability to France.



## The Realities of Power (1796)

### NAPOLEON BONAPARTE

*After the Reign of Terror in 1794, the French Revolution entered a moderate period known as Thermidor that retreated from the violent radicalism of Robespierre. A new government called the Directory was formed, and it governed the French Republic rather ineffectively until 1799. In that year, Napoleon Bonaparte, who had supported the Directory and had earned fame as the military protector of the Republic, returned to Paris from his Egyptian campaign and promptly overthrew the government. In its place he established the Consulate. Napoleon, as first consul, was given significant power over his other two colleagues. On December 15, 1799, the Consulate proclaimed the end of the French Revolution. The ideals that founded the Republic ostensibly had not changed, but the leadership certainly had. The following excerpt is from a conversation Napoleon had with one of his confidants in 1796, three years before coming into power. It reveals much about Napoleon's ambition.*

What I have done so far is nothing. I am but at the opening of the career I am to run. Do you suppose that I have gained my victories in Italy in order to advance the lawyers of the Directory? Do you think, either, that my object is to establish a

Republic? What a notion! A republic of thirty million people, with our morals and vices! How could that ever be? It is a chimera with which the French are infatuated but which will pass away in time like all others. What they want is glory and

the gratification of their vanity; as for liberty, of that they have no conception. Look at the army! The victories which we have just gained have given the French soldier his true character. I am everything to him. Let the Directory attempt to deprive me of my command and they will see who is master. The nation must have a head, a

head rendered illustrious by glory and not by theories of government, fine phrases, or the talk of idealists, of which the French understand not a whit. Let them have their toys and they will be satisfied. They will amuse themselves and allow themselves to be led, provided the goal is cleverly disguised.

Source: *Aspects of World Civilization Vol. II: Problems & Sources in History*  
edited by Perry M. Rogers

## Why the French Submitted to Napoleon's Rule (1804)

### COMTESSE DE RÉMUSAT

Five years after Napoleon became head of the French government as First Consul (1799), then as Consul for Life (1802), he moved to expand his power. On May 18, 1804, the Senate decreed that he should be made Emperor of the French. The people of France overwhelmingly approved of this measure through a plebiscite. Napoleon now had complete control of France's government and fate.

But why did the French people willingly submit to the despotism of Napoleon? In the next selection, the Comtesse de Rémusat (1780–1821), lady-in-waiting to Napoleon's wife, Josephine, and the author of some lively memoirs, gives her assessment. Appropriately, Napoleon found divine sanction for his power. The second offering recounts a catechism written during the reign of Louis XIV and modified to meet Napoleon's particular needs. Its questions and answers address the duties of French citizens toward their emperor.

I can understand how it was that men worn out by the turmoil of the Revolution, and afraid of that liberty which had long been associated with death, looked for repose under the dominion of an able ruler on who Fortune was seemingly resolved to smile. I can conceive that they regarded his elevation as a decree of destiny and fondly believed that in the irrevocable they should find peace. I may confidently assert that those persons believed quite sincerely that Bonaparte, whether as Consul or Emperor, would exert his authority to oppose the intrigues of faction and would save us from the perils of anarchy.

None dared to utter the word "republic," so deeply had the Terror stained that name; and the government of the Directory had perished in the contempt with which its chiefs were regarded. The return of the Bourbons could only be brought about by the aid of a revolution; and the slightest disturbance terrified the French people, in whom enthusiasm of every kind seemed dead. Besides, the men in whom they had trusted had one after the other deceived them; and as, this time, they were yielding to force, they were at least certain they were not deceiving themselves.

The belief, or rather the error, that only despotism could at that epoch maintain order in France was very widespread. It became the mainstay of Bonaparte; and it is due to him to say that he also believed it. The factions played into his hands by imprudent attempts which he turned to his own advantage. He had some grounds for his belief that he was necessary; France believed it, too; and he even succeeded in persuading foreign sovereigns that he constituted a barrier against republican influences, which, but for him, might spread widely. At the moment when Bonaparte placed the imperial crown upon his head there was not a king in Europe who did not believe that he wore his own crown more securely because of that event. Had the new emperor granted a liberal constitution, the peace of nations and of kings might really have been forever secured.

Source: *Aspects of World History Vol. II: Problems & Sources in History* edited by Penny N. Rogers

## THE IMPACT OF NAPOLEON 1799-1815

Few men have dominated an age so thoroughly as Napoleon Bonaparte dominated his. In many ways he was like Adolph Hitler: charismatic, a master psychologist and politician, and ambitious to the point of self-destruction. Both started wars that led to vast destruction and a new political order. Both men shaped their times, but both were also products of their times who went with the currents of their respective histories and adeptly diverted those currents to suit their own needs. And ultimately, both were dismal failures.

Napoleon Bonaparte himself was barely French, his homeland Corsica having just become part of France two years before his birth in 1769. He attended a French military school and, while not a great student, picked things up quickly and finished a three-year program in one year. His Corsican accent and wild appearance set him apart from his classmates. Although sociable, he liked to be alone a lot. At an early age he exhibited the qualities that would earn him and France an empire: remarkable intellect, puritanical self discipline, a virtually inexhaustible energy level, and a willingness to plan things out in such detail as to leave nothing to chance. He admired Caesar, Alexander and Charlemagne and, like them, exhibited the quick decisive manner that made them all great leaders.

To a large extent, Napoleon's career resulted from the military and political forces he inherited from the Revolution and exploited for his own purposes. In military affairs, he was lucky to inherit the military innovations of the French Revolution, such as mass conscription which made possible the use of block tactics in order to attack in column and eliminated the need for supply lines, thus making French armies much more mobile. Therefore, the two characteristics of Napoleonic warfare, massed firepower and mobility were already present when he started his career. However, it was Napoleon's genius that knew how to use them effectively in his first Italian campaign against the Austrians.

Politically, France had suffered a full decade of revolutionary turmoil by 1799, making the government unstable and corrupt. Church policies were unpopular, and the conflict with both domestic and foreign powers triggered rampant inflation. People were sick of this turmoil and longed for a more stable government that would make their lives more secure. Therefore, the interplay of military innovations that made Napoleon a national hero and the longing for a strong, secure government that Napoleon promised led to his seizure of power in 1799. Further military victories, once again against the Austrians in Italy allowed Napoleon to consolidate his hold on power and declare himself emperor of France in 1804.

While we mainly think of Napoleon as a general, he was also a very active administrator, and his internal reforms did a great deal as far as both consolidating some accomplishments of the French Revolution and suppressing others. One way to assess his government of France is to see how it conformed to the revolutionary motto: "Liberty, fraternity (i.e., nationalism), and equality". As far as political and civil liberties were concerned, Napoleon largely suppressed them with strict censorship and the establishment of a virtual police state in order to protect his power.

However, Napoleon saw equality as a politically useful concept that he could maintain with little threat to his position. After all, everyone, at least all men, were equally under his power. One of his main accomplishments as a ruler was the establishment of the Napoleonic Civil Law Codes, which made all men equal under the law while maintaining their legal power over women. Therefore, any hopes women may have had of the Revolution improving their legal position were thwarted by Napoleon.

Napoleon saw nationalism as indispensable to maintaining the loyalty of the French people to his regime. After all, it was the spirit of nationalism that had inspired its armies in a remarkable series of victories that had especially benefited Napoleon and allowed his rise to power. The trick was for Napoleon to build a personality cult around himself so that the French people would identify him with France itself and therefore make loyalty to him equivalent to loyalty to France. However, by identifying national loyalty with one man, Napoleon inadvertently weakened the inspirational force of nationalism and thus his own power.

Overall, Napoleon's internal policies strengthened France and allowed it to dominate most of Europe after a series of successful military campaigns (1805-7). Naturally, he established his style of rule in the countries he overran. However, he mistakenly thought that the administrative and legal reforms of the revolution he carried to the rest of Europe could be separated from the ideas of Nationalism and Liberalism (liberty and equality) that had given those reforms life and substance. Therefore, Napoleon's imperial rule inadvertently spread these ideas of Nationalism and Liberalism.

This had three effects, all of which combined to overthrow Napoleon. First of all, the empire's non-French subjects picked up the ideas of Nationalism and Liberalism and used them to overthrow, not support, French rule. Second, subject rulers adopted many of the very military and administrative reforms that had made France so strong. Once again, this was not to support French rule, but rather to overthrow it.

Finally, Napoleon's power and success up until 1808 apparently blinded him to his own limitations. Therefore, he got involved in a long drawn out war in Spain (1808-14) and launched a disastrous invasion of Russia (1812). This led to the formation of a new coalition that finally defeated and overthrew him in 1815. The victors met at the Congress of Vienna, hoping to restore the old order as it had existed before the Revolution.

However, despite his intentions, Napoleon had effectively planted the seeds of Nationalism and Liberalism across Europe, and these ideas would spread in new waves of revolution by mid-century. Europeans would take these ideas, along with the powerful new technologies unleashed by the Industrial Revolution, to establish colonies across the globe by 1900. Ironically, these European powers, like Napoleon, would fall victim to the force of these ideas when their subjects would use them in their own wars of liberation after World War II.

